



Workforce Investment Act

Title II

Adult Education and Family Literacy Act

Sections 225/231
&
English Literacy/Civics Education

Guidelines and Instructions for Combined Online Application

Applications must be received by:
Friday, April 18, 2003
4:00 p.m.

Return signed original completed application to:

California Department of Education
Adult Education Office
660 J Street, Suite 400
Sacramento, CA 95814

For further information:
Tel. (916) 322-2175

www.cde.ca.gov/adulteducation

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PURPOSE

California adult education and literacy programs serve over one million California residents. These adults include recent immigrants and long-term citizens who need basic English, literacy, and computation skills to obtain employment and to become self-sufficient. To participate effectively in the education, employment, and civic opportunities in this country, adult English language learners must master English and be able to understand and navigate American institutions and systems, such as government, education, workplace, banking, and health care.

Sections 225/231 and English Literacy/Civics Education (EL Civics), under Title II of the *Workforce Investment Act (WIA) Adult Education and Family Literacy Act (AEFLA)*, provide supplemental funding to support the literacy instruction necessary to serve California's adults. The Act expands and promotes the development of integrated services that incorporate adult basic education, English language and literacy instruction, and civics education. These grants primarily focus on learners who function at or below National Adult Literacy Survey (NALS) Levels 1 and 2, or score at or below 235 on the Comprehensive Adult Student Assessment System (CASAS) reading and listening tests. A secondary focus is on learners whose goal is to obtain their high school diploma or General Education Development (GED) Certificate. An additional focus is on students attempting to master the civic institutions and citizenship preparation skills necessary to become successful members in our society.

ELIGIBLE APPLICANTS

Public or private corporations, agencies, education organizations, or associations may submit applications for Sections 225/231 and EL Civics grants. Applicants must be legally constituted and qualified to do business in California. With the exception of applicants whose legal status precludes incorporation (i.e., public agencies, sole proprietorships, partnerships) applicants who are not fully incorporated by the deadline for submitting proposals will be disqualified. The California Department of Education, before funding is allocated, will evaluate new successful applicants through a site visit. Eligible recipients include the following:

- A local education agency (Charter Schools are not eligible to apply)
- A community- or faith-based organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution that is not described above and has the ability to provide literacy services to adults and families
- A consortium of the agencies, organizations, institutions, libraries, or authorities described above
- The California Department of Developmental Services, Department of Corrections, California Youth Authority, and California Conservation Corps

CRITERIA FOR SCOPE OF SERVICES

Applications will be scored according to the following general criteria as specified in AEFLA Section 225/231, and EL Civics Education and Section 6.1 of the California State Plan for Adult Education 1999-2004:

1. Local providers must establish observable, measurable, and meaningful goals for participants, describe how they will report progress, and provide strategies for continuous program improvement.
2. Local providers must demonstrate past effectiveness in improving the literacy skills of adults and families or in the development of instructional resources.
3. Local providers must demonstrate a commitment to serving adults considered the most in need, including students who are low income or have minimal literacy skills. The program offerings must reflect the needs of the local community in terms of literacy and basic skills needs. Demonstration of this commitment is accomplished by an analysis of community or institution demographics as compared to the types of programs offered.
4. Local providers must provide instruction that is of sufficient intensity and duration to achieve substantial learning gains.
5. Local providers must select literacy and adult education practices that are based on a solid foundation of research and effective educational practices.
6. Local providers should make effective use of technology, including computers, in the delivery of education. Applicants must describe how technology, particularly as it pertains to distance learning opportunities, will be used to enhance instructional strategies in approved programs.
7. Local providers must use real-life learning contexts to ensure that students possess the skills required to participate effectively in education, work, and civic opportunities in this country.
8. The training and experience of local providers' program instructors, counselors, and administrators must meet high standards. Applicants must demonstrate that staff possess the necessary credentials and expertise to serve the target student populations who are the focus of the funding source. Staff must demonstrate knowledge and cultural sensitivity appropriate to the student population.
9. Local providers must effectively coordinate community resources and establish strong linkages to elementary and secondary schools, postsecondary institutions, social service agencies, community-based organizations, and other entities, as appropriate. The applicant must describe cooperative arrangements that promote delivery of unduplicated services to adults. Applicant agencies must also demonstrate the capacity to link the target student population to community and individual asset-building opportunities.

10. Local providers should provide flexible scheduling and support services, including childcare and transportation, to enable students to attend and participate in education activities. Support services may be provided directly by the agency or may be provided through collaborations with other agencies. The California Department of Education (CDE) gives priority to eligible applicants who offer flexible schedules, childcare, transportation, and other supportive services.
11. Local providers must maintain a high-quality management information system (MIS) that has the capacity to report learner outcomes and to monitor program performance. The TOPSpro data collection system has been developed to collect and transmit the required data in an acceptable format.
12. Local providers must demonstrate a need for literacy education activities in the local community or institution. The demonstrated need, as identified by local needs assessments, demographic studies, and documented staff observations must support the expenditure of federal funds to implement education programs and/or supplement existing programs.

PROGRAM FOCUS AREAS

This combined application has nine designated program focus areas for which agencies may apply for funding. **The following restrictions apply:**

- Section 225 is for correctional education and institutionalized individuals and is limited to program focus areas ABE, ESL, ASE, and GED. Correctional institutions must give priority to individuals who are likely to leave the institution within five years of participation in the program. These programs should address literacy needs in order for these students to successfully transition back into the community and to gain employment.
- Agencies may apply for **only one** citizenship preparation program focus area, either Section 231 ESL-Citizenship or EL Civics Citizenship Preparation.

Sections 225/231 Program Focus Areas

1. Adult Basic Education (ABE)

These are classes below the high school level where the primary objective is teaching basic literacy skills. Each course of study describes the focus population; the functioning level of the learners served; the basic literacy and life skills taught; and how these skills will be integrated into a competency-based adult education program. Adult education in elementary basic skills should focus on native English speakers whose inability to effectively use these basic skills constitutes a substantial impairment to either obtain or retain employment or to function in society.

2. English as a Second Language (ESL)

This program of instruction is designed to help individuals of limited English proficiency achieve competence in the English language. The inability to understand, speak, read, or write the English language may constitute a substantial impairment to obtain or retain employment commensurate with their abilities, and interfere with functioning successfully in society or to complete the citizenship application process.

3. Adult Secondary Education (ASE)

Secondary basic subjects for adults consist of courses in mathematics, reading, history, science, government, language arts, and other courses leading to a high school diploma.

4. General Education Development (GED)

The GED is a high school equivalency test developed by the GED Testing Service of the American Council of Education and approved by CDE. The test is composed of five sub-tests covering the areas of writing skills, science, social studies, literature and the arts, and mathematics.

Section 231 Only Program Focus Areas

5. Vocational Literacy (VESL/VABE)

These programs are designed to increase the productivity of the workforce through improved workplace literacy skills. The curriculum focuses on pre-employment and workplace competencies as well as general English language and communication skills. The curriculum should also provide students with the necessary basic skills, cognitive skills, and personal and interpersonal qualities important to obtain and retain employment.

6. Family Literacy (ABE/ESL)

These are services of sufficient intensity and duration to promote sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences.

7. ESL-Citizenship

This is a literacy curriculum designed to use ESL as a method and citizenship as the content. The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the Immigration Nationalization Services (INS) written and oral citizenship test.

EL Civics Program Focus Areas

8. Citizenship Preparation Education

The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the INS written and oral citizenship test. The program will also

include outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance, and program evaluation.

9. Civic Participation

This program area supports the design, creation, implementation, and delivery of instructional activities that either integrate civics education content with existing ESL programs, or are stand-alone civic participation programs. The programs should connect literacy to the lives of learners and reflect their experiences as community members, parents, and participants in the workforce. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings in ways that connect school-based learning with personal knowledge and community experience.

APPLICATION COMPONENTS

Funding Cycle

This is the last year of the funding cycle for this competitive grant. At this date, the WIA Title II program has not been reauthorized nor have the parameters of the new five-year program been established. All agencies, regardless of their funding status, will have to re-apply for the grant in the 2004-2005 state fiscal year. However, because this is a pay-for-performance grant where as funding is based upon previous year's performance, 2003-2004 performance numbers will be used for funding calculations in 2004-2005. **All funding awards are predicated upon available funds.** *(In 2004-2005, all agencies will be required to submit a complete application at the start of the new funding cycle. If the agency is funded, then it is eligible for a multi-year grant with an abbreviated application in the following years.)*

New agencies may enter the funding process by submitting a full grant application at the beginning of each funding cycle. The funding calculations of new programs are determined by a formula of historical averages and negotiated enrollments. The Education Programs Consultants of the Adult Education Office will work with successful new applicants to determine the appropriate funding level.

Application Sections

The following sections of the application consist of checklists and/or narrative questions. The checked items must be documented and provided to CDE upon request. Narratives should be as complete and concise as possible. It is recommended that applicants write the narrative responses in a word-processing document and "cut and paste" them into the application. This method allows for word counting and spell-checking.

1. Agency Information Sections

A. Superintendent/CEO Certification (signatures required)

These *Assurances and Certifications* are general and specific legal requirements. A hard copy of these documents must be included with the completed application and mailed to CDE by the application deadline. These documents must have an original signature of the school superintendent or agency CEO.

B. Program Administration

Provide the name and contact information of the person most responsible for directing the federal grants. This could be a person from the site where the program is implemented, or an administrator from the main office.

C. Funding Requested

Indicate the funding source and the program focus areas for this application.

D. Collaboration with Other Agencies

Provide a list of collaborative and cooperative agreements between the applicant agency and other agencies in the community. Identify the types of benefits literacy students receive from these collaborations. Describe a minimum of three collaborative agreements or established linkages with the local community and other support systems.

2. Agency Capacity Sections

A. Service to Most in Need/Demonstrated Need

Using the checklist and narrative, provide data describing the unmet literacy needs of the community. Document the community assessments used, as well as the collection and analyses of information on local demographics, resources, economic, and job market trends.

B. Support Services

Using the support services checklist, identify the activities that help students gain access to, attend, and complete the program such as providing childcare referral or assistance. Document the agency's commitment to removing barriers to participation. Successful applicants will have a variety of mechanisms to assure students' access to programs.

C. Intensity, Duration, and Flexible Scheduling

Document the agency's efforts to remove barriers that prevent students from successfully completing literacy programs. Examples include, scheduling classes during a variety of times, offering classes at sites accessible by public transportation, providing referrals to employment or mental health counselors, etc.

D. Staff Qualifications and Staff Development

Use the staff qualification checklist to identify the types of activities your agency uses to assure that instructors, administrators, and counselors work effectively with students.

Qualifications for instructors may include the following requirements:

- ◆ Appropriate adult education credential or meet minimum qualifications required by non-credit community college programs
- ◆ Participation in the provider's pre-service training program
- ◆ Participation in Literacy Volunteers of America (LVA) training
- ◆ Participation in accredited teacher training programs
- ◆ Certificate of completion of appropriate training

Qualifications for administrators may include the following requirements:

- ◆ Educational experience and completed credential requirements for administrative or supervisory positions in their respective systems.
- ◆ Training and experience in program management, program evaluation, and budget development and monitoring.
- ◆ Completed pre-service orientation to the agency's program including an overview of the needs of adult learners and cultural sensitivity training.
- ◆ Participation in an ongoing professional development program for managers.

Qualifications for counselors may include the following requirements:

- ◆ Completed educational and credential requirements for counseling positions in their system.
- ◆ Completed a pre-service/orientation to the agency's program including strategies for addressing the needs of adult learners.
- ◆ Cultural sensitivity training, or participation in ongoing in-service/professional development activities.

E. Past Effectiveness

Use the checklist and narrative to provide documentation of the effectiveness of the agency's ongoing literacy program. The applicant agency's response should enable the reader to determine if the agency has a recent history of providing effective literacy programs in the community.

F. Effective Educational Practices, Real Life Learning, and Use of Technology

Use the checklist and narrative to describe the applicant agency's educational theory, instructional practices, and use of technology. All practices described must: (1) be appropriate for adult learners, (2) be based on Model Program Standards guidelines and SCANS competencies, (3) include factors that affect adult learning and current adult learning theory, and (4) address the adult learners' roles as workers, family members, and participants in their local communities.

G. Enrollment by Program Focus Area

Applicant agencies are asked to provide "estimates" of the present year's enrollments, and next year's "projections." These numbers are used to calculate grant awards for all new agencies and for continuing agencies applying for new programs. Successful applicants may be contacted by the Adult Education Office's Regional Programs Consultant to negotiate these numbers.

H. Additional Program Questions for Specific Program Focus Areas

Program questions ask for a narrative response in four program focus areas. These sections are Vocational Literacy (VABE/VESL), Family Literacy (ABE/ESL), Citizenship Preparation, and Civic Participation. Through these questions, agencies can provide information that is more direct and document additional abilities in providing services.

GRANT REQUIREMENTS: MANAGEMENT INFORMATION, ASSESSMENT, AND DELIVERABLES

Funding will depend upon the successful execution of all grant and performance requirements. After receiving notice that an agency has passed the application process, the applicant will have additional responsibilities. These include gathering of learner information, assessment of learner progress, and completion of the required deliverables for the EL Civics Civic Participation program focus area.

1. Management Information

Funded agencies must collect the following:

- TOPSpro Entry and Update Records
- Appropriate paired CASAS pre and post-test data
- Additional Assessment outcome data for EL Civics Civic Participation program

2. Assessments

The Sections 225/231 and EL Civics grant funding is allocated using a “pay for performance” system. Funding is based upon documentation of benchmarks (payment points). Benchmarks are generated through the use of CASAS reading and/or listening tests, including Life Skills, Employability Competency System (ECS), POWER, U.S. Government and History, Oral Citizenship Interview. Benchmarks for EL Civics Civic Participation are generated by use of additional assessments. Benchmarks are based on “first accurate test” (pretest) to “highest test” that produces a scaled score. The highest test may or may not be the last test. A student must receive a minimum of 12 hours of instruction to be eligible for one or more benchmarks.

Assessment for Sections 225/231 Program Focus Areas (including):

◆ ABE, ESL, Vocational Literacy (VESL/VABE), Family Literacy (ABE/ESL), ESL-Citizenship

Students may achieve two benchmarks. The benchmarks equal NALS levels one and two which are equal to CASAS assessment scores 235 and below. The two possible benchmark achievements are:

a. Significant Learning Gain

- Learners with a pretest score of 210 or below—five points or greater CASAS scaled score gain at post-test
- Learners with a pretest score of 211 or higher—three points or greater CASAS scaled score gain at post-test
- On the POWER assessment—three points or greater scaled score gain

b. Completing Two Levels

- Learner’s post-test score indicates that the learner has completed two levels as defined in the chart entitled “California Benchmarks with NRS and CASAS Level Names.” Refer to this chart in the CASAS Administration Manual for the CASAS scaled score ranges associated with each level.

◆ **ASE/GED**

Completing two benchmarks is possible if a student obtains a pretest score at or below 235 and a post-test score at 246 or above. An agency may receive up to three benchmarks per student within the program year. The three possible benchmark achievements are:

- a. Significant learning gain
- b. Completing two levels
- c. Attaining a GED certificate or a high school diploma

◆ **Citizenship Preparation**

Agencies may achieve up to four benchmarks per student. The four possible benchmark achievements are:

- a. Significant learning gain (NALS levels and CASAS levels 235 and below)
 - b. Completing two levels
 - c. CASAS U.S. Government and History test
 - d. Oral Citizenship Interview test
- (Student Outcome Data Sets (SODS) are no longer required for this program.)

◆ **Civic Participation**

Agencies can earn three payments per student through Student Outcome Data Sets (SODS) as follows:

- a. Completing TOPSpro Entry and Update Records
- b. Appropriate paired CASAS pre and post-test
- c. Completing agency generated Additional Assessment

A valid additional assessment outcome must be preceded by a minimum of 30 hours of instruction.

Special Note: In addition to the 3 payments received through SODS, students can also generate 2 additional benchmarks by making a 5 point gain or completing 2 instructional levels using CASAS assessments.

3. Deliverables for EL Civics Civic Participation

CDE will provide funded agencies with guidelines, criteria, and technical assistance to support the development of appropriate program deliverables. Before beginning EL Civics instruction, newly funded agencies must complete and receive approval from CDE for the following Program Deliverables:

- a. Select or create three to five Civics Education Objectives
- b. Select or create three to five Additional Assessments
- c. Complete a Technology Plan
- d. Complete a Program Budget by Line Item and Budget Justification
- e. Submit a Qualitative Narrative Report covering July-December 2003 and January-June 2004

Required Deliverables for Continuing Agency

- a. Continuing agencies may choose from a provided list of previously successful Civics Education Objectives and Additional Assessments, or submit new ones for approval. They may also use their previously developed and approved objectives and assessments.
- b. Submit a technology implementation plan using last year's approved Technology Plan.
- c. Submit a new Program Budget by Line Item and Budget Justification.
- d. Submit a Qualitative Narrative Report covering July-December 2003 and January-June 2004.

a. Civics Education Objectives

Using information gathered from the completed application section "Services to Most in Need/Demonstrated Need," funded agencies must choose, develop, or create civics education objectives that are linked to English language and literacy objectives. The objectives will form the basis of the instructional program. Before beginning instructional activities, funded agencies must submit proposed civics education objectives to CDE for approval.

b. Additional Assessments

Funded agencies will choose, develop, or create one additional assessment, beyond CASAS assessments, for each CDE-approved civics education objective. Examples of additional assessment instruments include: observation of a task as it is performed (performance-based assessment), simulation or role play (process assessments), projects, journals, portfolios, written descriptions, reflections, or analyses/evaluations (product assessments). Additional assessments that funded agencies select or develop must be replicable in other similar learning situations. Multiple choice, true-false, and matching test types or any primary language assessment are not considered appropriate. For each assessment, agencies will also identify and/or develop scoring guidelines, including an appropriate rubric or rating scale.

EXAMPLE OF ADDITIONAL ASSESSMENT

Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
Access the health care system and interact with the providers, and advocate for patient care.	BH - IH	<p>Type: Portfolio</p> <p>Description: Students will be assessed on the portfolio that they maintain during instruction. The portfolio will contain a chart showing local health care centers, their locations, costs, and areas of specialty.</p>	<p>10 points possible:</p> <p>10=Student has included all agencies in the area and all information is accurate. 7=Student has included most of the agencies and there are some minor mistakes in the information. 4=Student has included less than half of the agencies. Some information is accurate. 1=Student has listed the agencies but provides no information. 0=No chart</p>	<p>23 possible points</p> <p>Passing:</p> <p>IH=18 pts IL=12 pts BH=6 pts</p>

c. Technology Plan

Funded agencies must develop and implement a plan describing how technology will be used to strengthen and allow for continuous improvement in instruction, management, assessment, and communication. The Technology Plan must identify what is in place now, what is being proposed, and the benefit to the EL Civics program. Continuing agencies must describe implementation plans and timelines including budgets for this implementation.

d. Program Budget by Line Item and Budget Justification

After receiving the notification of the grant award, funded agencies must prepare and submit a full program budget for CDE approval. Funded agencies must follow the budget guidelines that will be provided in the grant implementation training. A limited preview of these guidelines is in the next section.

e. Qualitative Narrative Reports

Funded agencies will submit two narrative progress reports to CDE that document outcomes achieved. The first report will include activities from July-December 2003 and the second will include activities from January–July 2004. The goals of the reports are to:

- Document learner outcomes of EL Civics objectives

- Document and evaluate the development, implementation, and results of the use of additional assessments

BUDGET GUIDELINES – SECTIONS 225/231 AND EL CIVICS

CDE expects agencies to expend 95 percent of the grant award for adult education instructional and/or support activities. Federal grant funding does not include reimbursement of indirect costs. Fully documented administrative expenditures are allowable up to 5 percent. CDE will negotiate on a case-by-case basis to increase the 5 percent limit for agencies that can demonstrate a compelling need for higher administrative costs. All budget items must fall in the 1000 through 5000 categories. Items in categories 6000 and above, according to the California School Accounting Manual, are not allowed under federal funding.

Agencies may adjust line items up to 10 percent to defray allowable costs under other budget line items. Agencies must have written CDE approval for budget modifications (added or subtracted) equaling more than 10 percent of any given line item.

1. Instructional costs may include, but are not necessarily limited to:

- Salaries and benefits for teachers and instructional assistants directly involved in instructional delivery of education activities
- Textbooks
- Instructional supplies (food is not an allowable expense)
- Appropriate conference and other travel expenses for staff directly involved in instructional delivery of education activities
- Repair, maintenance, replacement, and acquisition of instructional supplies used in the program

2. Support costs may include, but are not necessarily limited to:

- Maintenance and operational expenses
- Rents or leases of non-agency owned facilities
- Childcare for participants
- Transportation for education participants

3. Program budgets for each funded program focus area must contain the following information:

- Labor cost detail, including hourly or billing rates for all personnel and the total number of hours projected for the project
- Operating/support expense details

Sample Program Budget by Line Item and Budget Justification

Agency Name: Possible Example

County/Vendor No: 00/00000

Acct. No.	Civic Participation	Description of Anticipated Expenses	Budget
1000	Certificated Salaries	2 teachers @ \$26 per hour/30 hour week/38 weeks	\$59,280
2000	Classified Salaries	1 Inst. Aide @\$16 @ 30 hr. wk/38 weeks	\$18,240
3000	Employee Benefits	Medical/Social Security/ PERS/SDI ETC @15.4% salary	\$11,938
4000	Books and Supplies	Textbooks/computers and computer software/instructional materials	\$8,792
5000	Services and Other Operating Expenses	Space rentals/travel/staff development conferences/utilities	\$7,500
TOTAL BUDGETED COSTS			\$105,750

Note: Individual items in categories 4000 and 5000 must not exceed \$5,000.

APPLICATION SCORING AND REVIEW PROCESS

The CDE Adult Education Office will select literacy program coordinators and administrators from throughout California to review and score the applications. Reviewers will represent the types of agencies that apply for funds (i.e., adult schools, community colleges, community-based organizations, library literacy programs, and volunteer literacy programs). Although reviewers will be responsible for reading and scoring applications, CDE is responsible for ranking the applications, negotiating the level of funding, and final grant award decisions. CDE will attempt to fund as many passing applications as possible and may elect to enter funding negotiations with selected agencies to ensure equitable disbursement of funds. CDE will make every attempt to award funds in a manner that provides for a diverse representation of agencies according to geographic location and agency type and size.

Agencies with negative audit findings are not eligible for funding. New agencies must provide evidence of internal financial controls, fiscal solvency, and a sound fiscal accounting system that provides auditable cost allocations and financial records.

Agency Capacity Section

- a. Two readers will score each section “pass” or “fail.”
- b. In the case of a split decision, readers will attempt to come to consensus through discussion.
- c. If the two readers cannot reach a consensus, a third reader will act as a tiebreaker.
- d. If an agency’s application fails this section, it will not be read and scored.

Questions for Program Focus Areas

- ◆ Vocational Literacy (VESL/VABE)
- ◆ Family Literacy (ABE/ESL)

- ◆ Citizenship Preparation
 - ◆ Civic Participation
- a. Two readers will score all four questions in each program focus area on a scale of one through four points.
 - b. The number of questions multiplied by the number of points determines the total score per reader.
 - c. Applicants must pass with a minimum of 70 percent (11 points out of a possible 16) in order to be eligible for funding consideration for each program focus area.

The point rating scale is as follows:

- 4 points: Thoroughly addresses all elements (includes appropriate evidence from a variety of sources, presents data as appropriate, and connects question and answer in a conclusive and convincing manner).
- 3 points: Addresses most elements (includes appropriate evidence from a limited range of sources, presents some data, and connects question and answer in an adequate and clear manner).
- 2 points: Addresses few elements thoroughly (offers limited evidence to support plan, uses few sources, presents limited data, connects question and answer, but lacks clarity).
- 1 point: Inadequately addresses elements (does not include evidence, lacks data, fails to connect question and answer, and displays confusion).

FUNDING PROCEDURES

All grant awards are subject to availability of funds from the federal government. Delays in the receipt of California's allocation may change the date of availability of these funds and delay the approval of an agency's grant and the disbursement of funds.

The amount of funding for each agency's grant award is based on the number of benchmarks earned. The value of each benchmark is determined by the number of benchmarks earned statewide and the amount of money available in each funding source.

CDE will reimburse agencies based on submission and approval of invoices, program deliverables, and progress reports of activities. Every attempt will be made to provide quarterly payments. Reimbursements are contingent upon satisfactory review of project achievements and requirements, including timely and sufficient attainment of assessment outcomes and adequate support documentation and proof of expenditures as determined by CDE. Agencies will receive their final reimbursement after approval of the final reports.

Additional Foundation Funding for EL Civics Program Focus Areas

Successful applicants under the EL Civics funding source are eligible for foundation funding in addition to the payment points. The following chart shows the foundation funding amount for each program focus area.

EL Civics Foundation Funding Levels

	Program Focus Area		
	Citizenship Preparation	Civic Participation	Both Programs
Foundation Funding	\$30,000	\$50,000	\$80,000
Minimum number of students enrolled	20	40	60

APPEALS PROCESS

After reviewing, scoring, and ranking all applications, CDE will notify applicants in writing of the provisional approval or disapproval of their application. Applicants that wish to appeal this decision must do so in writing within 10 working days from the postmark date of the notification letter. Submit appeals to:

Jean L. Scott
California Department of Education
Adult Education Office
660 J Street, Suite 400
Sacramento, California 95814

CDE MUST receive an applicant's letter of appeal, with an original signature by the agency official who signed the application within 10 working days of the postmark date of the notification letter.

Appeals shall be limited to the grounds that CDE failed to apply the standards for reviewing the applications as specified in the Request for Application. Appeals must be based on either (1) a procedural error or inconsistency, or (2) a substantive failure to accurately score an application based on the facts or statements in the application. The appellant must file a full and complete written appeal, including the following items:

- Issue in dispute
- Legal authority or other basis for the appellant's position
- Remedy sought

Only those agencies that submitted applications may protest the grant award. Incomplete or late appeals, or appeals that only refute the readers' technical assistance comments will not be considered.

All appeals will be considered based on the written record alone. Appeals must be based on evidence or information that was available at the time of the scoring process. Errors alleged in the appeal should raise facts that are so significant as to materially affect the outcome of the tentative awards.

CDE staff or designees will prepare an analysis of written appeals. The Assistant Superintendent of the Education Support Services Division will review the appeal analysis and will make a final determination, in writing, within 15 working days from the postmarked date of the appeal. The decision of the Assistant Superintendent will be in compliance with the AEFLA and is the final administrative action afforded the appeal.